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ABSTRACT

This reference guide is designed to help sixth grade teachers plan for instruction and provides all of the goals and objectives in one document. The guide can be used to link instructional objectives across disciplines, plan integrated units, and assist in assessing student progress over time. Only the very basic components of each discipline included in the Standard Course of Study are incorporated in this publication. Goals and objectives are presented for language arts; mathematics; science; social studies; healthful living; arts education; second language; computer/technology skills; information skills; exploring career decisions; keyboarding; and guidance. Middle grades contacts are listed. (SM)

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ED 464 042

REFERENCE GUIDE

for Integrating Curriculum

2001-2002

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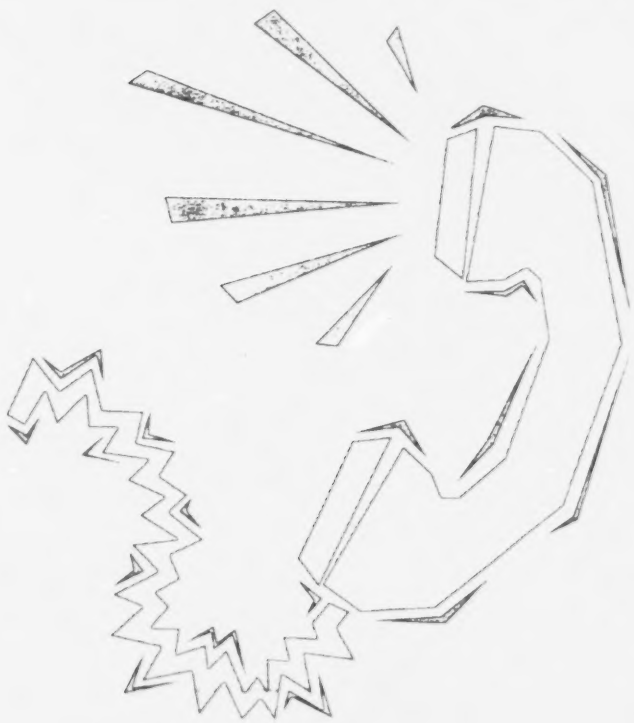

REFERENCE GUIDE FOR INTEGRATING CURRICULUM

This **Reference Guide for Integrating Curriculum** is designed to assist teachers in planning for instruction. It provides in an easily accessible format all the goals and objectives from a grade level in a single document. This guide can be used to link instructional objectives across disciplines, plan integrated units, and assist in assessing student progress over time.

Only the very basic components of each discipline included in the **Standard Course of Study** are incorporated in this publication. It is imperative that teachers be familiar with the philosophy and rationale for each content area as described in the **Standard Course of Study**. Teachers also should be familiar with the goals and objectives of the grades that precede and follow their own.

The curriculum is being constantly updated; therefore, this guide is designed to be consumable and will be revised and reprinted yearly.

If you have questions regarding this guide, please contact Johna Faulconer in the Instructional Services Division of the Department of Public Instruction.

Middle grades contacts are listed to the left of this page.

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ENGLISH LANGUAGE ARTS GOALS AND OBJECTIVES: GRADE 6

ORAL LANGUAGE, WRITTEN LANGUAGE, OTHER MEDIA TECHNOLOGY

COMPETENCY GOAL 1

The learner will use language to express individual perspectives drawn from personal or related experience.

Objectives

1.01 Narrate a fictional or autobiographical account which:
- includes a coherent organizing structure.
- tells a story or establishes the significance of an event or events.
- uses remembered feelings and specific details.
- uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).

1.02 Explore expressive materials that are read, heard, and viewed by:
- generating a learning log or journal.
- creating an artistic interpretation that connects self to the work.
- discussing books/media formally and informally.

1.03 Interact appropriately in group settings by:
- listening attentively.
- showing empathy.
- contributing relevant comments connecting personal experiences to content.
- monitoring own understanding of the discussion and seeking clarification as needed.

1.04 Reflect on learning experiences by:
- describing personal learning growth and changes in perspective.
- identifying changes in self throughout the learning process.
- interpreting how personal circumstances and background shape interaction with text.

COMPETENCY GOAL 2

The learner will explore and analyze information from a variety of sources.

Objectives

2.01 Explore informational materials that are read, heard, and/or viewed by:
- reviewing the characteristics of informational works.
- restating and summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.

2.02 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and infomercials by:
- exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).
- distinguishing between primary and secondary sources.

COMPETENCY GOAL 3

The learner will examine the foundations and the use of argument.

Objectives

3.01 Respond to public documents such as editorials and school or community policies that establish a position by:
- summarizing the author's purpose and stance.
- distinguishing between fact and opinion.
- communicating the position clearly, appropriately, and logically.

3.02 Explore the problem solution process by:
- studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.
- preparing individual and/or group essays and presentations.

3.03 Study arguments that evaluate through:
- exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.
- preparing individual and/or group essays and presentations.

ENGLISH LANGUAGE ARTS GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 4

The learner will use critical thinking skills and create criteria to evaluate text and multimedia.

Objectives

4.01 Determine the purpose of the author or creator by:
- exploring any bias, apparent or hidden messages, emotional factors, or propaganda techniques.
- identifying and exploring the underlying assumptions of the author/creator.

4.02 Develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:
- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Recognize and develop a stance of a critic by:
- considering alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.

COMPETENCY GOAL 5

The learner will respond to various literary genres using interpretive and evaluative processes.

Objectives

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:
- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of individual interest.
- reading literature and other materials selected by the teacher.
- discussing literature in teacher-student conferences and small group discussions.
- taking an active role in whole class seminars.
- discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, and flashback.
- interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.
- investigating examples of distortion and stereotypes.
- recognizing underlying messages in order to identify recurring theme(s) across works.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:
- reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).
- interpreting what impact genre-specific characteristics have on the meaning of the work.
- exploring how the author's choice and use of a genre shapes the meaning of the literary work.
- exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Objectives

6.01 Demonstrate an understanding of conventional written and spoken expression by:
- using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.
- using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- demonstrating the different roles of the parts of speech in sentence construction.
- using pronouns correctly, including clear antecedents and correct case.
- using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.
- developing an awareness of language conventions and usage during oral presentations.

6.02 Identify and edit errors in spoken and written English by:
- reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- applying proofreading symbols when editing.
- producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.
- developing an awareness of errors in everyday speech.

MATHEMATICS GOALS AND OBJECTIVES: GRADE 6

NUMBER SENSE, NUMERATION, AND NUMERICAL OPERATIONS

COMPETENCY GOAL 1

The learner will understand and compute with rational numbers.

Objectives

1.01 Read, write and make models of numbers including percents and exponentials.
1.02 Relate fractions, decimals, and percents.
1.03 Compare and order fractions, decimals, and percents.
1.04 Multiply and divide fractions, mixed numbers, and decimals using models and pictures; record solution.
1.05 Multiply and divide fractions, mixed numbers, and decimals.
1.06 Add and subtract fractions and mixed numbers with unlike denominators.
1.07 Use estimation and mental math to solve problems with fractions, decimals, and percents; explain solution.
1.08 Solve problems using prime factorization, common factors and common multiples. Explain solutions.
1.09 Use models and pictures to relate concepts of ratio, proportion, and percent; record results.
1.10 Use models and pictures to demonstrate understanding of integers. Record results.
1.11 Compare and order integers.
1.12 Use the order of operations to simplify numerical expressions with parentheses and exponents.
1.13 Translate word problems into number sentences and solve. Explain solutions.
1.14 Analyze problem situations, determine if there is sufficient information to solve the problem, identify missing or extraneous data, select appropriate strategies, and use an organized approach to solve multi-step problems; use calculators when appropriate.

SPATIAL SENSE, MEASUREMENT, AND GEOMETRY

COMPETENCY GOAL 2

The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.

Objectives

2.01 Construct congruent segments, congruent angles, bisectors of line segments and bisectors of angles.
2.02 Define and identify interior, exterior, complementary, and supplementary angles and pairs of lines including skew lines.
2.03 Define and identify alternate interior, alternate exterior, corresponding and vertical angles.
2.04 Identify and distinguish among similar, congruent and symmetric figures; name corresponding parts.
2.05 Locate, give the coordinates of, and graph plane figures which are the results of translations or reflections in the first quadrant.
2.06 Investigate and determine the relationship between the diameter and circumference of a circle and the value of pi; calculate the circumference of a circle.
2.07 Identify the relationship between areas of triangles and rectangles with the same base and height.
2.08 Use models to develop formulas for finding areas of triangles, parallelograms and circles.
2.09 Calculate areas of triangles, parallelograms and circles.
2.10 Model the concept of volume for rectangular solids as the product of the area of the base and the height.
2.11 Convert measures of length, area, capacity, weight and time expressed in a given unit to other units in the same measurement system.
2.12 Estimate solutions to problems involving geometry and measurement. Determine when estimates are sufficient for the measurement situation.
2.13 Analyze problem situations, select appropriate strategies, and use an organized approach to solve non-routine and increasingly complex problems involving geometry and measurement. Use technology as appropriate.

MATHEMATICS GOALS AND OBJECTIVES: GRADE 6

PATTERNS, RELATIONSHIPS, AND FUNCTIONS

COMPETENCY GOAL 3

The learner will demonstrate an understanding of patterns, relationships, and algebraic representations.

Objectives

3.01 Describe, extend and write rules for a variety of patterns.

3.02 Generate a set of ordered pairs using a given rule which is stated verbally or algebraically.

3.03 Given a group of ordered pairs, identify either verbally or algebraically the rule used to generate them and record results.

3.04 Use variables to describe numerical expressions and relationships.

3.05 Use graphs and tables to represent ordered pairs; describe the relationship; recognize both linear and nonlinear relationships.

3.06 Identify and use patterning as a strategy to solve problems.

DATA, PROBABILITY, AND STATISTICS

COMPETENCY GOAL 4

The learner will demonstrate an understanding and use of graphing, probability, and data analysis.

Objectives

4.01 Create and evaluate graphic representations of data.

4.02 Analyze data using spreadsheets.

4.03 Locate points in all quadrants of the coordinate plane using ordered pairs.

4.04 Use measures of central tendency to compare two sets of data.

4.05 Construct convincing arguments based on analysis of data and interpretation of graphs.

4.06 Design an experiment to test a theoretical probability; record and explain results.

4.07 Make predictions based on the probabilities of simple events.

4.08 Use inductive and deductive reasoning to solve problems.

4.09 Analyze problem situations, use an organized approach, and select appropriate strategies and technology to solve problems involving probability and statistics.

SCIENCE GOALS AND OBJECTIVES: GRADE 6

THE NATURE OF SCIENCE, SCIENCE AS INQUIRY, SCIENCE AND TECHNOLOGY, SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES.

Learners study the patterns of natural and technological systems. The strands provide a context for teaching content throughout all goals. In-depth studies include:

- Lithosphere
- Matter and Energy Flow in an Ecosystem
- Solar System
- Energy Transfer

COMPETENCY GOAL 1

The learner will build an understanding of the lithosphere.

Objectives

1.01 Determine how physical and biological agents and processes form soil and affect soil characteristics.

1.02 Analyze soil properties that can be observed and measured to predict soil quality:

- Horizon profile
- Texture
- Infiltration
- Particle size
- Soil temperature
- Soil pH
- Structure
- Fertility
- Consistency
- Soil moisture

1.03 Evaluate ways in which human activities have affected Earth's pedosphere and the measures taken to control the impact:

- Ground cover
- Land use
- Farming
- Nutrient balance

COMPETENCY GOAL 2

The learner will investigate the characteristics of matter and energy flow through an ecosystem.

Objectives

2.01 Examine evidence that plants convert light energy into stored energy which the plant, in turn, uses to carry out its life processes.

2.02 Differentiate between the interconnected terrestrial and aquatic global food webs.

2.03 Describe ways in which organisms interact with each other and with non-living parts of the environment:

- Limiting factors
- Coexistence/Cooperation/Competition
- Symbiosis

2.04 Evaluate the consequences of disrupting food webs.

COMPETENCY GOAL 3

The learner will build understanding of the Solar System.

Objectives

3.01 Interpret scientific theories concerning the components, patterns, and cycles of the solar system.

3.02 Compare and contrast the Earth to other planets in terms of:

- Size
- Composition
- Relative distance from the sun
- Ability to support life

3.03 Relate the influence of the sun and the moon's orbit to the gravitational effects produced on Earth.

3.04 Associate the revolution of Earth around the sun and the tilt of Earth's axis with the seasons.

3.05 Identify technologies used to explore space.

3.06 Analyze the spin-off benefits generated by space exploration technology.

COMPETENCY GOAL 4

The learner will investigate the characteristics of energy transfer.

Objectives

4.01 Determine how convection and radiation transfer energy.

4.02 Analyze heat flow through materials or across space from warm objects to cooler objects until both objects are at equilibrium.

4.03 Conclude that vibrating materials generate waves that transfer energy.

4.04 Evaluate data for qualitative and quantitative relationships associated with energy transfer and/or transformation.

4.05 Analyze the physical interactions of light and matter:

- Absorption
- Scattering
- Color perception

4.06 Examine the law of conservation of energy.

SOCIAL STUDIES GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 1
The learner will investigate the characteristics of the people of Europe and the former Soviet Republics.

Objectives

1.1 Identify the origins, characteristics, and influences of major groups of people in Europe and the former Soviet Republics.
1.2 Describe similarities and differences among the people of Europe and the former Soviet Republics.
1.3 Assess the role, status, and social class of individuals and groups in Europe and the former Soviet Republics, past and present.

COMPETENCY GOAL 2
The learner will assess the influence of major religions, ethical beliefs, and aesthetic values on life in Europe and the former Soviet Republics.

Objectives

2.1 Describe and assess the influence of evolving art forms and aesthetic values in societies of Europe and the former Soviet Republics.
2.2 Evaluate the influence of beliefs, individuals, and practices associated with major religions in Europe and the former Soviet Republics.
2.3 Analyze economic, social, and political situations which involve ethical and moral dilemmas.

COMPETENCY GOAL 3
The learner will locate major physical features and suggest the influence of their location on life in Europe and the former Soviet Republics.

Objectives

3.1 Describe the absolute and relative location of major landforms, bodies of water, and natural resources within Europe and the former Soviet Republics.
3.2 Analyze the impact of the absolute and relative locations of places on ways of living in Europe and the former Soviet Republics.

COMPETENCY GOAL 4
The learner will assess the significance of the physical and cultural characteristics of regions within Europe and the former Soviet Republics.

Objectives

4.1 Define region and identify various regions within Europe and the former Soviet Republics.
4.2 Compare the physical and cultural characteristics of regions within Europe and the former Soviet Republics.
4.3 Distinguish between developed and developing regions in Europe and the former Soviet Republics.

COMPETENCY GOAL 5
The learner will evaluate ways the people of Europe and the former Soviet Republics use, modify, and adapt to their physical environment.

Objectives

5.1 Explain how the people of Europe and the former Soviet Republics have adapted to their environment.
5.2 Describe how the people of Europe and the former Soviet Republics use and modify their environment.
5.3 Analyze causes and consequences of the misuse of the physical environment and propose alternatives.

COMPETENCY GOAL 6
The learner will evaluate the significance of the movement of people, goods, and ideas.

Objectives

6.1 Analyze the movement of people, goods, and ideas within and among the countries of Europe and the former Soviet Republics and other world areas.
6.2 Compare ways in which people, goods, and ideas moved in the past in Europe and the former Soviet Republics with their movement today.
6.3 Judge how changes in the movement of people, goods, and ideas have affected ways of living in Europe and the former Soviet Republics.

COMPETENCY GOAL 7
The learner will evaluate the relationship of the nations of Europe and the former Soviet Republics to each other, to other world nations, and to world affairs.

Objectives

7.1 Explain how nations in Europe and the former Soviet Republics are organized politically.
7.2 Describe how nation-states interact with each other.
7.3 Analyze how foreign policy is made and the means by which it is carried out.
7.4 Assess the role of major international organizations in Europe and the former Soviet Republics.

COMPETENCY GOAL 8
The learner will analyze how societies in Europe and the former Soviet Republics govern themselves.

Objectives
8.1 Describe how different types of governments in Europe and the former Soviet Republics carry out legislative, executive, and judicial functions.
8.2 Analyze how societies in Europe and the former Soviet Republics deal with issues of justice.
8.3 Describe how governments in Europe and the former Soviet Republics select leaders and establish laws.
8.4 Compare various forms of government in Europe and the former Soviet Republics and explain how and why they have changed over time.

COMPETENCY GOAL 9
The learner will determine how societies in Europe and the former Soviet Republics make decisions about the allocation and use of economic resources.

Objectives
9.1 Identify economic resources found in Europe and the former Soviet Republics and explain relationships between the location of natural resources and economic activities.
9.2 Analyze ways economic resources are used.
9.3 Assess the effects of the unequal distribution of resources.
9.4 Describe the characteristics of economies in Europe and the former Soviet Republics and how they have changed over time.
9.5 Assess economic institutions in terms of how well they enable people to meet their needs.

COMPETENCY GOAL 10
The learner will analyze economic relationships in Europe and the former Soviet Republics.

Objectives
10.1 Describe the effects of interdependence on economies.
10.2 Assess causes and effects of increasing economic interdependence.
10.3 Evaluate the influence of inventions, discoveries, and innovations on economic interdependence.

COMPETENCY GOAL 11
The learner will analyze changes in ways of living and investigate how and why these changes occur.

Objectives
11.1 Describe and analyze changes which have occurred in ways of living in Europe and the former Soviet Republics.
11.2 Identify examples of cultural transmission and interaction within and among regions in Europe and the former Soviet Republics.
11.3 Evaluate the effect of change on the lives of people in Europe and the former Soviet Republics.

COMPETENCY GOAL 12
The learner will trace developments in the history of Europe and the former Soviet Republics and describe their impact on the lives of people today.

Objectives
12.1 Identify people, symbols, and events associated with the heritage of societies of Europe and the former Soviet Republics.
12.2 Associate an event or phenomenon in the history of societies in Europe and the former Soviet Republics with current situations or practices.
12.3 Trace an economic, political, or social development through the history of Europe and the former Soviet Republics, judge its impact on society, and predict future changes.

SOCIAL STUDIES SKILLS
Skill I: The learner will acquire information from a variety of sources.

Skill II: The learner will use information for problem solving, decision making, and planning.

Skill III: The learner will develop skills in constructive interpersonal relationships and social participation.

Skill IV: The learner will participate effectively in civic affairs.

HEALTHFUL LIVING GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 1
The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.

Objectives

1.01 Explain health risks for age group.
1.02 Accurately describe the incidence of high-risk behaviors for age group.
1.03 Appraise own health behaviors.
1.04 Relate the signs of asthma.
1.05 Explain methods by which asthma can be controlled.

COMPETENCY GOAL 2
The learner will apply the skills of stress management to the prevention of serious health risks for self and others.

Objectives

2.01 Explain sources of self-concept.
2.02 Develop criteria to assess the significance of a decision/problem.
2.03 Project behavioral consequences as a means of anticipating problems.
2.04 Cope with failure appropriately.
2.05 Initiate requests for help or assistance from another.
2.06 Demonstrate stress management through breathing patterns, muscular relaxation, directing thoughts.
2.07 Use a structured thinking process to make decisions and solve problems.
2.08 Discuss transitions and challenges of social relationships during puberty and adolescence.

COMPETENCY GOAL 3
The learner will interpret health risks for self and others and corresponding protection measures.

Objectives

3.01 Explain principles of water survival.
3.02 Identify practices that prevent spinal cord injury.
3.03 Describe individual behaviors that can harm or help the health of the environment.
3.04 Identify sources of noise pollution and preventive measures for hearing impairment.
3.05 Evaluate claims made for health products and health services.
3.06 Differentiate between positive and negative effects of peer pressure.

COMPETENCY GOAL 4
The learner will apply relationship skills to the promotion of health and the prevention of risk.

Objectives

4.01 Communicate own feelings.
4.02 Demonstrate attention to and interest in expressions of others.
4.03 Describe behaviors conducive to and counterproductive to group functioning.
4.04 Enact non-violent conflict resolution strategies.
4.05 Discuss abusive relationships and create a list of resources for seeking help.

COMPETENCY GOAL 5
The learner will apply behavior management skills to nutrition-related health concerns.

Objectives

5.01 Name the Dietary Guidelines for Americans and describe the implications of each on eating behavior.
5.02 Define common terms on food labels and advertising.
5.03 Assess health claims on food labels.
5.04 Describe how being over or under a healthful weight can be linked to biases and discrimination.
5.05 Explain that obesity is a disease as well as a risk factor for other diseases such as diabetes and cardiovascular disease.
5.06 Explain increasing external pressures in adolescence to engage in risk behaviors and strategies for resistance.

COMPETENCY GOAL 6
The learner will choose not to participate in substance use.

Objectives

6.01 Evaluate advertising for tobacco and alcohol.
6.02 Describe common antecedents of substance abuse.
6.03 Identify short-term and long-term benefits of resistance to substance abuse.
6.04 Delineate the sequence of substance abuse that can lead to serious health risks.
6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco, and other drug abuse.
6.06 Describe how one might encourage a friend not to be involved in substance abuse.

HEALTHFUL LIVING GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 7
The learner will achieve and maintain an acceptable level of health-related fitness.

Objectives

7.01 Complete a health-related personal fitness test and demonstrate improvement at appropriate level.
7.02 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.
7.03 Demonstrate the ability to perform self-paced aerobic activity, keeping in an appropriate target heart rate zone, and monitoring recovery rate after the activity.
7.04 Demonstrate the knowledge of how to prepare the body before and after vigorous exercise.
7.05 Begin to develop a strategy for the improvement of selected fitness components.

COMPETENCY GOAL 8
The learner will exhibit a physically active lifestyle.

Objectives

8.01 Identify opportunities in the school and community for regular participation in physical activity.
8.02 Participate daily in some form of health-enhancing physical activity.
8.03 Analyze personal interests and capabilities in regard to one's exercise behavior.
8.04 Identify the critical aspects of a healthy lifestyle.

COMPETENCY GOAL 9
The learner will demonstrate an understanding and respect for differences among people in physical activity settings.

Objectives

9.01 Acknowledge differences in the behaviors of people of different gender, culture, ethnicity, and disability and seek to learn more about both similarities and differences.
9.02 Cooperate with disabled peers and those of different gender, race, and ethnicity.
9.03 Work cooperatively with more and less skilled peers.

COMPETENCY GOAL 10
The learner will demonstrate responsible personal and social behavior in physical activity settings.

Objectives

10.01 Work independently in pursuit of personal fitness goals.
10.02 Make conscious decisions about applying rules, procedures, and etiquette.
10.03 Utilize time effectively to complete assigned tasks.
10.04 Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities.

COMPETENCY GOAL 11
The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.

Objectives

11.01 Demonstrate square, folk, and rhythmic movement skills.
11.02 Create short movement compositions.
11.03 Perform rolling combinations with gymnastic movements.
11.04 Create routines that focus on rolling combinations with variations of positions.
11.05 Demonstrate beginning strategies for net and invasion games.
11.06 Demonstrate increasing competence in more advanced specialized skills.

COMPETENCY GOAL 12
The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.

Objectives

12.01 Use information from a variety of sources of internal and external origin to improve performance.
12.02 Identify and apply principles of practice and conditioning that enhances performance.
12.03 Recognize the general characteristics of movement that can be applied to specific settings.
12.04 Use basic understanding of the knowledge of offensive and defensive strategies in activity settings.

DANCE

COMPETENCY GOAL 1

The learner will identify and demonstrate elements and skills in dance. (National Standard 1)

Objectives

1.01 Exhibit kinesthetic awareness in development of movement skills and dance techniques: alignment, balance, articulation of isolated body parts, and elevation and landing.

1.02 Utilize the element of space in dance: explore ways to transfer a spatial pattern from the visual to the kinesthetic.

1.03 Utilize the element of time in dance: explore ways to transfer a rhythmic pattern from the aural to the kinesthetic.

1.04 Describe the movement elements observed in a dance, using movement/dance vocabulary.

1.05 Demonstrate the reproduction of dance sequences from verbal, visual and/or auditory cues.

COMPETENCY GOAL 2

The learner will understand choreographic principles, processes, and structures. (National Standard 2)

Objectives

2.01 Use improvisation to discover and invent movements for creating dance sequences.

2.02 Identify ways to manipulate dance sequences through exploration.

2.03 Demonstrate the ability to work alone, with a partner, and cooperatively in a small group during the choreographic process.

2.04 Improvise, create, and perform dances based on own ideas and concepts from other sources.

2.05 Identify and utilize various compositional structures and/or forms of dance including: AB, ABA, Accumulation, and Call and Response.

COMPETENCY GOAL 3

The learner will understand that dance can create and communicate meaning. (National Standard 3)

Objectives

3.01 Identify and select topics of personal significance and explore them through dance movement.

3.02 Identify and discuss specific elements that affect the interpretation of a dance including sound/silence, music, spoken text, lighting, set, props, and costumes.

3.03 Utilize the various processes for abstracting gestures to create dance movements.

COMPETENCY GOAL 4

The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)

Objectives

4.02 Compare, contrast, and demonstrate multiple solutions to a given dance movement problem.

4.03 Examine the various solutions to a dance movement problem and choose the best one based on given criteria.

4.0 Analyze a dance composition in terms of more than one element of dance.

4.05 Describe the basic ways to evaluate dance from an aesthetic perspective including skill of performer, style and quality of movement, technical elements, visual or emotional impact, compositional elements (variety, contrast, unity, transition, and respect) and intent.

COMPETENCY GOAL 5

The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)

Objectives

5.01 Demonstrate dance styles and concepts from various cultures.

5.02 Create a dance composition based on dance from various cultures.

5.03 Describe similarities and differences in dance movements from various cultures and forms.

5.04 Investigate dance genres using many resources including people in the community, videos, computer technology, and print sources.

5.05 Identify and explore various dance genres and innovators throughout historical time periods.

5.06 Describe the role of dance in at least two different cultures or time periods.

COMPETENCY GOAL 6

The learner will make connections between dance and healthful living. (National Standard 6)

Objectives

6.01 Participate in dance movement activities that explore capabilities and limitations of the body.

6.02 Discuss strategies to prevent dance injuries.

6.03 Summarize examples of healthy and unhealthy practices in dance.

6.04 Explain and demonstrate how warm-ups prepare the dancer mentally and physically for movement.

COMPETENCY GOAL 7
The learner will make connections between dance and other content areas. (National Standard 7)

Objectives

7.01 Create dance movement sequences using ideas and concepts from other content areas including English Language Arts, Mathematics, Science, and Social Studies.
7.02 Create a dance movement sequence inspired by another arts area (music, theatre arts, or visual arts).
7.03 Identify concepts used in dance and other content areas.
7.04 Use technology as a tool for exploring and creating dance.

COMPETENCY GOAL 8
The learner will understand dance as an art form with a range of opportunities for involvement.

Objectives

8.01 Define the role of an audience and performer in dance.
8.02 Demonstrate appropriate behaviors while watching, creating, and performing dance.
8.03 Identify and explore various dance-related professions including those of dancer and choreographer.

MUSIC

COMPETENCY GOAL 1

The learner will sing, alone and with others, a varied repertoire of music. (National Standard 1)

Objectives

1.01 Sing with pitch and rhythmic accuracy and proper breath control, in an appropriate range.
1.02 Respond to the cues of a conductor.
1.03 Sing music of appropriate voicing, with expression and technical accuracy.
1.04 Sing music representing diverse styles, genres, and cultures.
1.05 Show respect for the singing efforts of others.

Additionally, for students participating in choral classes:

1.06 Create harmony by singing 2-part songs, partner songs, and rounds.
1.07 Sing music written in easy keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 2

The learner will play on instruments, alone and with others, a varied repertoire of music. (National Standard 2)

Objectives

2.01 Play at least one instrument with appropriate posture, playing position, and technique.
2.02 Respond to the cues of a conductor.
2.03 Play music representing diverse styles, genres, and cultures.
2.04 Show respect for the instrumental playing efforts of others.

Additionally, for students participating in instrumental classes:

2.05 Play on at least one instrument, music at an appropriate and increasingly difficult level, with expressiveness and technical accuracy.
2.06 Play music written in easy keys, meters, and rhythms in limited ranges.

COMPETENCY GOAL 3

The learner will improvise melodies, variations, and accompaniments. (National Standard 3)

Objectives

3.01 Improvise melodies.
3.02 Improvise rhythmic variations of given melodies.
3.03 Improvise short melodies while accompanied by specified patterns.
3.04 Show respect for the improvisational efforts of others.

COMPETENCY GOAL 4

The learner will compose and arrange music within specified guidelines. (National Standard 4)

Objectives

4.01 Compose short pieces using the basic elements of music to demonstrate repetition and contrast.
4.02 Create an arrangement of an existing composition, using different voices and/or instruments.
4.03 Use a variety of sound, notational, and technological sources to compose music.
4.04 Show respect for the composing and arranging efforts of others.

COMPETENCY GOAL 5

The learner will read and notate music. (National Standard 5)

Objectives

5.01 Read whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in 2/4, 3/4, 4/4, 6/8 and 2/2 meters.
5.02 Identify pitches in treble and bass clefs.
5.03 Sightread simple melodic notation in the treble clef.
5.04 Identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
5.05 Show respect for the reading and notating efforts of others.

COMPETENCY GOAL 6

The learner will listen to, analyze, and describe music. (National Standard 6)

Objectives

6.01 Identify specific music events in a given aural example, using appropriate terminology.
6.02 Identify elements of music in aural examples representing diverse genres and cultures.
6.03 Identify the basic principles of meter, rhythm, and tonality in analyses of music.
6.04 Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music.
6.05 Show respect while listening to and analyzing music.

ARTS EDUCATION GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 7
The learner will evaluate music and music performances. (National Standard 7)

Objectives

7.01 Devise criteria for evaluating the quality and effectiveness of music performances and compositions, and apply criteria in personal listening and performing.

7.02 Evaluate the quality and effectiveness of compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

7.03 Identify and describe how interacting musical elements impact one's feelingful response to music.

7.04 Show respect for the musical efforts and opinions of others.

COMPETENCY GOAL 8
The learner will understand relationships between music, the other arts, and content areas outside the arts. (National Standard 8)

Objectives

8.01 Identify similarities and differences in the meanings of common terms used in dance, music, theatre arts, and visual arts including line, color, texture, form/shape, rhythm, pattern, mood/emotion, theme, and purpose.

8.02 Describe ways in which the concepts and skills of other content areas taught in the school including English Language Arts, Mathematics, Science, and Social Studies are related to those of music.

8.03 Demonstrate the character traits of responsibility, self-discipline, and perseverance while informally or formally participating in music.

COMPETENCY GOAL 9
The learner will understand music in relation to history and culture. (National Standard 9)

Objectives

9.01 Identify the distinguishing characteristics of representative music genres and styles from a variety of cultures.

9.02 Describe how elements of music are used in various exemplary musical compositions.

9.03 Compare across several cultures of the world and in history, the functions of music, roles of musicians, and conditions under which music is typically performed.

9.04 Show respect for music from various cultures and historical periods.

THEATRE ARTS

COMPETENCY GOAL 1

The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)

Objectives

1.01 Recognize and explain unique characteristics of the dramatic script such as dramatic structure and dialogue.
1.02 Create monologues, dialogues and short plays in response to interdisciplinary prompts, ideas, pictures and other stimuli.
1.03 Practice playwriting techniques.
1.04 Produce written, verbal and visual responses to written and/or performed dramatic material.
1.05 Identify themes and plots from multicultural literature.
1.06 Adapt stories, myths and fairy tales into dramatic literature.

COMPETENCY GOAL 2

The learner will act by interacting in improvisations and assuming roles. (National Standard 2)

Objectives

2.01 Practice role-playing and characterization skills.
2.02 Utilize role-playing skills in the total learning process.
2.03 Research and observe to create characters in formal and/or informal presentations.
2.04 Utilize basic acting vocabulary such as motivation, objective and blocking.
2.05 Utilize physical movement and vocalization to create characters.
2.06 Adapt stories, myths and fairy tales into improvised scenes.
2.07 Practice pantomime skills.

COMPETENCY GOAL 3

The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)

Objectives

3.01 Discuss the role of the designer and technical elements in the theatre process.
3.02 Plan and create a simple set for formal or informal dramatic presentations.
3.03 Work collaboratively to use available design resources for props, costumes, lights and set.
3.04 Employ technical theatre vocabulary such as using the appropriate names for areas of the stage.
3.05 Recognize the roles and responsibilities of the production staff.
3.06 Use blocking to non-verbally convey character, mood and action to an audience.
3.07 Discuss the importance of creating an atmosphere for an audience.

COMPETENCY GOAL 4

The learner will direct through planning and presenting informal or formal productions. (National Standard 4)

Objectives

4.01 Examine and discuss introductory levels of the directing process: research, plan and collaborate, audition, cast, block and direct.
4.02 Demonstrate, as appropriate, the designated responsibilities of the director.
4.03 Use rehearsal time effectively to brainstorm, experiment, plan and rehearse.
4.04 Identify characters' internal monologue during scenes.
4.05 Demonstrate responsible behavior such as sharing, compromising and negotiating within diverse groups.

COMPETENCY GOAL 5

The learner will research by finding information to support informal or formal productions. (National Standard 5)

Objectives

5.01 Execute a variety of different research methods and technology to support production.
5.02 Discuss the legal and ethical issues regarding the use of other's ideas.
5.03 Reference a script to determine and justify technical needs for a dramatic presentation.
5.04 Infer meaning from a script to create characters.
5.05 Articulate how artistic choices support the portrayal of characters.

ARTS EDUCATION GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 6
The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

Objectives

6.01 Explore and appraise other art forms from various cultures and how they relate to theatre.
6.02 Communicate how theatre can synthesize all the arts.
6.03 Communicate how different art forms reflect upon the diversity of society.
6.04 Integrate other art forms into formal and informal presentations.

COMPETENCY GOAL 7
The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)

Objectives

7.01 Recognize and practice audience etiquette.
7.02 Develop and implement descriptive vocabulary while practicing positive critiquing methods.
7.03 Develop verbal, visual and written responses to works of informal and formal theatre, film, television, and electronic media productions from various cultures.
7.04 Express meaning perceived from informal and formal theatre, film, television, and electronic media productions.
7.05 Listen to constructive criticism and react in a positive manner.
7.06 Revise dramatic work based on received constructive criticism and feedback.
7.07 Communicate emotions and thoughts evoked by performances.

COMPETENCY GOAL 8
The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)

Objectives

8.01 Investigate and communicate how theatre and other media relate to real life.
8.02 Describe how theatre and related media have reflected and transformed various cultures throughout history.
8.03 Demonstrate a basic knowledge of European theatre history that may include primitive storytelling and Greek/Roman times to the Elizabethan period.

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ARTS EDUCATION GOALS AND OBJECTIVES: GRADE 6

VISUAL ARTS

COMPETENCY GOAL 1
The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

Objectives
1.01 Plan and organize for creating art.
1.02 Explore strategies for imagining and implementing images.
1.03 Recognize in a world of imagination there is no right or wrong, but some solutions are better than others.
1.04 Recognize and identify ideas that artists get from a variety of sources.
1.05 Understand that ideas evolve over time.
1.06 Develop perceptual awareness through the use of all senses.

COMPETENCY GOAL 2
The learner will develop skills necessary for understanding and applying media, techniques, and processes. (National Standard 1)

Objectives
2.01 Recognize the unique properties of various media.
2.02 Explore and identify the use of a variety of materials using proper vocabulary and terminology.
2.03 Differentiate among techniques and processes for working with each materials.
2.04 Discover the expressive potential of various media and techniques.
2.05 Use art materials and tools in a safe and responsible manner.

COMPETENCY GOAL 3
The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)

Objectives
3.01 Recognize and discuss the elements and principles found in the environment.
3.02 Recognize and discuss the elements and principles of design in an aesthetic composition.
3.03 Recognize and discuss how diverse solutions are preferable to predetermined visual solutions.
3.04 Recognize and discuss the value of intuitive perceptions in the problem-solving process.
3.05 Recognize and discuss how artists use the elements and principles of design to impact the environment.

COMPETENCY GOAL 4
The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. (National Standard 3)

Objectives
4.01 Recognize and discuss art as a means of communication and persuasion.
4.02 Understand the use of life surroundings and personal experiences to express ideas and feelings visually.
4.03 Interpret the environment with realistic imagery.
4.04 Convey meaning through original imagery that does not rely on copying, tracing, patterns or duplicated materials.
4.05 Recognize and discuss the personal imagery and style of various artists.

COMPETENCY GOAL 5
The learner will understand the visual arts in relation to history and cultures. (National Standard 4)

Objectives
5.01 Demonstrate an understanding that the visual arts have a history, purpose and function in all cultures.
5.02 Identify specific works of art as belonging to a particular culture, time and place.
5.03 Discover relationships of works of art to one another in terms of history, aesthetics, and cultural/ethnic groups.
5.04 Recognize and discuss the existence of art movements, periods, and styles.
5.05 Recognize and discuss the existence of universal theme in art throughout history.
5.06 Recognize and discuss the aesthetic diversity of various cultures.

COMPETENCY GOAL 6
The learner will reflect upon and assess the characteristics and merits of their work and the work of others. (National Standard 5)

Objectives
6.01 Describe various purposes for creating works of visual art.
6.02 Describe how people's experiences influence the development of specific artworks.
6.03 Acknowledge and discuss how other's work and ideas are unique expression of themselves.
6.04 Acknowledge and explain how unsuccessful efforts can be a constructive part of growth in the creative process.
6.05 Critique artwork through the use of: proper vocabulary, art elements and design principles, meaning, feeling, mood and ideas, oral and written expression.

COMPETENCY GOAL 7
The learner will perceive connections between visual arts and other disciplines. (National Standard 6)

Objectives

7.01 Identify connections, similarities and differences between the visual arts and other disciplines.
7.02 Identify ways the art elements and design principles interrelate with other arts disciplines.
7.03 Identify characteristics of visual arts within a particular historical period or style with ideas, issues or themes in other disciplines.
7.04 Identify how various technology affects visual arts and other disciplines.

COMPETENCY GOAL 8
The learner will develop an awareness of art as an avocation and profession.

Objectives

8.01 Develop and discuss an awareness of art as an avocation.
8.02 Develop and discuss an awareness of art as a profession.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 6 (Beginning Sequence)

COMPETENCY GOAL 1
INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.
1.05 Engage in conversation to exchange information about everyday topics.
1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

COMPETENCY GOAL 2
INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Follow oral and written directions, commands, and requests.
2.02 Demonstrate understanding of words, phrases, and sentences from simple oral or written texts about basic personal needs and familiar topics.
2.03 Identify key words and main idea(s) from simple oral and written passages.
2.04 Demonstrate understanding of oral and written questions about familiar topics.
2.05 Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

COMPETENCY GOAL 3
PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Write familiar words, phrases, and sentences in context.
3.03 Give simple directions and commands orally and in writing.
3.04 Present memorized materials such as poetry, songs, rhymes, and skits.

COMPETENCY GOAL 4
CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

Objectives

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.
4.02 Recognize and use common verbal everyday greetings and idiomatic expressions of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
4.05 Identify important people and products of the target cultures.
4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.
4.07 Identify commonly held positive and negative generalizations about the culture(s) studied.

COMPETENCY GOAL 5
COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Develop an awareness of the structural patterns in the target language and compare them to his/her own language(s).
5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own language(s).
5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.05 Identify connections among languages by recognizing cognates and loan words.
5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.
5.07 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing, folktales) between the target culture and his/her own culture(s).
5.08 Examine the cultural traditions and celebrations that exist in the target culture and other cultures and recognize the viewpoints behind them.
5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.
5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

COMPETENCY GOAL 6
CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.
6.02 Share information about topics from other disciplines in the target language.
6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7
COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.
7.02 Share knowledge of the target language and cultures with others.
7.03 Interact with people of other cultures in the target language about familiar topics.
7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.
7.05 Identify occupations within the community and beyond that require proficiency in the target language.
7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 6 (Continuing Sequence)

COMPETENCY GOAL 1
INTERPERSONAL COMMUNICATION - The learner will engage in conversation, express feelings and emotions, and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
1.04 Engage in conversation about everyday topics.
1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

COMPETENCY GOAL 2
INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

Objectives

2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
2.03 Understand and follow oral and written directions, commands, and requests.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

COMPETENCY GOAL 3
PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

Objectives

3.01 Present skits, poetry, and songs.
3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.
3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.
3.07 Give directions or commands orally or in writing.

COMPETENCY GOAL 4
CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.
4.02 Interact using everyday greetings and idiomatic expressions.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.
4.05 Demonstrate an awareness of the different target countries and their capitals by locating them on a map or globe and identifying their major geographical features.
4.06 Identify important individuals from the past and present and their contributions to the target cultures.
4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.
4.08 Identify cultural products, practices, and perspectives that lead to generalizations or stereotyping.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 6 (Continuing Sequence)

COMPETENCY GOAL 5

COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Demonstrate an awareness of regional and national sound pattern differences (e.g., pronunciation, intonation, word stress) within the target language and his/her own language(s).

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

5.08 Demonstrate an understanding of the reasons why certain products originate and are important to the target cultures and to his/her own.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

5.10 Explore the viewpoints and attitudes of people in both his/her own culture and the target cultures relating to everyday life.

5.11 Demonstrate an understanding of the mutual impact of the target culture and his/her own culture.

COMPETENCY GOAL 6

CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

6.04 Develop learning strategies in the target language which can be used in other disciplines.

COMPETENCY GOAL 7

COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 6 (Exploratory Sequence)

COMPETENCY GOAL 1
INTERPERSONAL COMMUNICATION - The learner will engage in short/simple conversation and exchange information and opinions orally and in writing in the target language.

Objectives

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.
1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer basic questions using learned material orally and in writing.

COMPETENCY GOAL 2
INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on selected topics in the target language.

Objectives

2.01 Follow selected oral and written directions and commands.
2.02 Demonstrate understanding of learned /familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

COMPETENCY GOAL 3
PRESENTATIONAL COMMUNICATION - The learner will present information, concepts, and ideas to an audience of listeners or readers on selected topics in the target language.

Objectives

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.02 Present memorized materials such as poetry, rhymes, songs, skits.

COMPETENCY GOAL 4
CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Objectives

4.01 Recognize and use selected non-verbal gestures of the target cultures.
4.02 Recognize and use common verbal everyday greetings of the target cultures.
4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.
4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe.
4.05 Identify important individuals from the target cultures.
4.06 Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

COMPETENCY GOAL 5
COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

Objectives

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).
5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).
5.03 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.
5.04 Identify connections among languages by recognizing cognates and loan words.
5.05 Develop an awareness that people's behaviors may vary according to their culture.
5.06 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target culture and his/her own culture(s) in English.

SECOND LANGUAGE GOALS AND OBJECTIVES: GRADE 6 (Exploratory Sequence)

COMPETENCY GOAL 6

CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

Objectives

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

COMPETENCY GOAL 7

COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.

Objectives

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.05 Identify occupations within the community and beyond that require proficiency in the target language.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

COMPUTER/TECHNOLOGY SKILLS GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 1
The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Objectives

1.1 Recognize ownership, security, and privacy issues. (SI)
1.2 Demonstrate an understanding of copyright by citing sources of copyrighted materials in papers, projects, and multimedia presentations. (SI)
1.3 Model ethical behavior relating to security, privacy, passwords, and personal information. (SI)
1.4 Identify uses of technology in the workplace. (SI)

COMPETENCY GOAL 2
The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Objectives

2.1 Use keyboarding skills to increase productivity and accuracy. (KU/WP/DTP)
2.2 Create/modify a database relevant to classroom assignments. (DB)
2.3 Search and sort information using more than one criterion and explain strategies used to locate information. (DB)
2.4 Enter and edit data into a prepared spreadsheet to test simple "what if" statements. (SS)
2.5 Use order of operations in spreadsheet formulas. (SS)

COMPETENCY GOAL 3
The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

Objectives

3.1 Select and use technology tools to collect, analyze, and display data. (SI)
3.2 Use word processing/desktop publishing applications to create documents related to content areas. (KU/WP/DTP)
3.3 Use information located in database files to create/modify a personal product. (DB)
3.4 Create/modify and use spreadsheets to solve real-world problems. (SS)
3.5 Select most appropriate type of graph to display data and state the reason. (SS)
3.6 Create nonlinear multimedia projects related to content areas. (M/P)
3.7 Evaluate electronic information from various sources as to validity, appropriateness, content, and usefulness. (T)
3.8 Apply search strategies to locate and retrieve information via telecommunications. (T)
3.9 Use telecommunications to share and publish information. (T)

Grade Level Focus Areas

- Refining application skills
- Using formulas in a spreadsheet
- Using search strategy with more than one factor in a database
- Increasing productivity and accuracy in keyboarding
- Using word processing, spreadsheet, database, and multimedia for assignments in all subject areas
- Locating and retrieving information using telecommunications

STRANDS:

SI = Societal Issues
SS = Spreadsheet
KU/WP/DTP = Keyboard Utilization/Word Processing/Desk Top Publishing
DB = Database
T = Telecommunications
M/P = Multimedia/Presentation

INFORMATION SKILLS GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 1
The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.

Objectives

1.01 Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.
1.02 Demonstrate competence and self motivation as a reader.
1.03 Demonstrate appropriate care of resources.
1.04 Acknowledge ownership of ideas.
1.05 Identify elements of composition.
1.06 Identify characteristics of various genres.
1.07 Follow acceptable use policy (AUP/IUP) for electronic resources.
1.08 Select and use independently, both within and outside the school, a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
1.09 Recognize that ideas are produced in a variety of formats (print, graphical, audio, video, multimedia, web-based).
1.10 Identify characteristics and advantages of various media formats (print, graphical, audio, video, multimedia, web-based) for a specific task.
1.11 Explore primary and secondary sources.

COMPETENCY GOAL 2
The learner will IDENTIFY and USE criteria for excellence to evaluate information and formats.

Objectives

2.01 Identify published criteria of excellence for resources.
2.02 Apply identified criteria to select resources.
2.03 Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats (print, graphical, audio, video, multimedia, web-based).
2.04 Develop and articulate personal criteria for selecting resources for information needs and enjoyment.
2.05 Determine accuracy, relevance, and comprehensiveness of information resources.
2.06 Recognize the power of media to influence.

COMPETENCY GOAL 3
The learner will RELATE ideas and information to life experiences.

Objectives

3.01 Describe personal cultural heritage and environment.
3.02 Collect and compare information about diverse cultures, environments, and peoples.
3.03 Identify bias and stereotypes.
3.04 Relate cultural similarities and differences to personal heritage and environments.
3.05 Describe how information and ideas are influenced by prior knowledge, personal experience, and social, cultural, political, economic and historical events.

COMPETENCY GOAL 4
The learner will EXPLORE and USE research processes to meet information needs.

Objectives

4.01 Identify information needs and formulate questions about those needs.
4.02 Identify potential research process models.
4.03 Develop a search strategy which includes the continuous evaluation of the research process and the information gathered.
4.04 Follow acceptable use guidelines (AUP/IUP) in accessing information.
4.05 Gather information from the most effective resources.
4.06 Comply with the Copyright Law (P. L. 94-553).
4.07 Organize and use information.
4.08 Credit sources of information.
4.09 Produce and present findings in various formats (print, graphical, audio, video, multimedia).
4.10 Evaluate the product.

COMPETENCY GOAL 5
The learner will COMMUNICATE reading, listening, and viewing experiences.

Objectives

5.01 Respond to reading, listening, viewing experiences orally, artistically, dramatically, through various formats (print, graphical, audio, video, multimedia).
5.02 Produce media in various formats (print, graphical, audio, video, multimedia) appropriate to audience and purpose.
5.03 Describe, support an opinion, and/or persuade an audience using a variety of media formats (print, graphical, audio, video, multimedia).
5.04 Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
5.05 Credit sources in all print, non-print, and electronic products.
5.06 Apply fair use copyright guidelines (Copyright Law, P. L. 94-553) in all projects.

EXPLORING CAREER DECISIONS GOALS AND OBJECTIVES: GRADE 6

UNIT A: THE WORLD OF WORK

COMPETENCY GOAL 1

The student will analyze how work relates to the needs and functions of the economy and society.

Objectives

1.01 Demonstrate leadership and citizenship qualities.
1.02 Analyze reasons why people work.
1.03 Investigate the value and dignity that are inherent in work.
1.04 Examine non-traditional career and equal employment opportunities.
1.05 Relate the effects of expanding technology to the workplace and its workers.
1.06 Distinguish the characteristics of American and international economics.

COMPETENCY GOAL 2

The student will demonstrate skills that promote success in the workplace.

Objectives

2.01 Demonstrate personal qualities (e.g. dependability, punctuality, getting along with others) that are needed to obtain and keep jobs.
2.02 Explain the importance of interpersonal relationship skills and teamwork on the job.
2.03 Apply problem solving skills to real-life situations in the workplace.
2.04 Simulate job-seeking skills, given selected scenarios.
2.05 Demonstrate money management.

UNIT B: EXPLORING CAREER OPPORTUNITIES

COMPETENCY GOAL 3

The student will research career information using school and public libraries, books, magazines, electronic sources and other resources.

Objectives

3.01 Demonstrate computer skills while accessing electronic information.
3.02 Analyze resources needed when choosing a career.
3.03 Apply the career pathway system for classifying careers.

COMPETENCY GOAL 4

The student will explore career opportunities through job simulations.

Objectives

4.01 Demonstrate safe and responsible behavior when using simple tools, equipment, and materials.
4.02 Follow instructions in completing job tasks.
4.03 Explore job tasks and career opportunities in the Agricultural and Natural Resources Technologies pathway.
4.04 Explore job tasks and career opportunities in the Arts and Science pathway.
4.05 Explore job tasks and career opportunities in the Biological and Chemical Technologies pathway.
4.06 Explore job tasks and career opportunities in the Business Technologies pathway.
4.07 Explore job tasks and career opportunities in the Commercial and Artistic Production Technologies pathway.
4.08 Explore job tasks and career opportunities in the Construction Technologies pathway.
4.09 Explore job tasks and career opportunities in the Engineering Technologies pathway.
4.10 Explore job tasks and career opportunities in the Health Sciences pathway.
4.11 Explore job tasks and career opportunities in the Industrial Technologies pathway.
4.12 Explore job tasks and career opportunities in the Public Service Technologies pathway.
4.13 Explore job tasks and career opportunities in the Transport Systems Technologies pathway.
4.14 Investigate an entrepreneurship with a pathway.
4.15 Critique major career opportunities within the community.

EXPLORING CAREER DECISIONS GOALS AND OBJECTIVES: GRADE 6

UNIT C: CAREER PLANNING

COMPETENCY GOAL 5
The student will be able to apply decision-making skills as related to career decisions.

Objectives
5.01 Analyze the seven-step decision-making process.
5.02 Apply the decision-making process to career decisions.

COMPETENCY GOAL 6
The student will be able to analyze the relationship between self-awareness and career choices.

Objectives
6.01 Discuss the relationship between personal lifestyles and careers.
6.02 Interpret assessment of personal interests, aptitudes, attitudes, learning styles, work values, multiple intelligences, personality, and abilities as they relate to career choices.
6.03 Examine reasons for knowing oneself before making career decisions.

COMPETENCY GOAL 7
The student will be able to investigate educational opportunities as related to career choices.

Objectives
7.01 Describe factors that contribute to realistic education and career goals.
7.02 Contrast realistic primary and alternative career goals.
7.03 Evaluate the need for basic educational and occupational skills.
7.04 Relate high school course offerings to potential careers.
7.05 Critique school and community resources available to aid in the career development process.
7.06 Determine available educational and training options following completion of high school.

COMPETENCY GOAL 8
The student will be able to apply the career development planning process as related to school courses and schoolwork.

Objectives
8.01 Compare career opportunities and requirements in a variety of occupations.
8.02 Create a preliminary career development plan.

KEYBOARDING: MIDDLE GRADES GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 1
The student will describe the purpose, components, and use of a computer system.

Objectives

1.01 Identify the parts of a computer system.
1.02 Describe the purpose, components, and use of a computer system.
1.03 Describe the purpose and use of specific computer hardware and software.
1.04 Differentiate the various storage methods.

COMPETENCY GOAL 2
The student will use the touch method in operating the keyboard and numeric keypad.

Objectives

2.01 Demonstrate the touch method in operating the alphabetic keys.
2.02 Demonstrate the touch method in operating the numeric and symbolic keys.
2.03 Demonstrate the touch method in operating the numeric keypad.
2.04 Identify and demonstrate the uses of appropriate operational and correction keys.

COMPETENCY GOAL 3
The student will produce straight-copy materials accurately using correct techniques.

Objectives

3.01 Key straight copy for 1 minute with errors corrected.
3.02 Key straight copy materials for 3 minutes at 35 wpm with errors corrected.
3.03 Key straight copy for 5 minutes with errors corrected.

COMPETENCY GOAL 4
The student will proofread and correct errors in keyed copy.

Objectives

4.01 Describe various methods of proofreading and the use of spell check.
4.02 Demonstrate use of proofreaders' marks to edit documents.
4.03 Recognize and correct language and punctuation errors.

COMPETENCY GOAL 5
The student will key simple business/personal documents in acceptable format.

Objectives

5.01 Key simplified and formal memos in acceptable format.
5.02 Key personal and business block-style letters and envelopes in acceptable format.
5.03 Key centered invitations and/or announcements in acceptable format.

COMPETENCY GOAL 6
The student will key simple reports and supporting documents.

Objectives

6.01 Key title pages in acceptable format.
6.02 Key outlines in acceptable format.
6.03 Key simple unbound reports in acceptable format.
6.04 Key simple bibliography or works cited in acceptable format.

COMPETENCY GOAL 7
The student will compose sentences, paragraphs, and documents at the keyboard.

Objectives

7.01 Compose sentences and paragraphs.
7.02 Compose, edit, and rekey documents in usable form.

COMPETENCY GOAL 8
The student will demonstrate leadership skills.

Objectives

8.01 Exhibit effective leadership skills and cooperative attitudes.
8.02 Identify procedures for planning and organizing a business or organizational meeting.

GUIDANCE GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 1
The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span. (National Standard 1)

Objectives

1.01 Demonstrate competence and confidence as a learner.
1.02 Establish positive interest in learning.
1.03 Communicate pride in work and achievement.
1.04 Understand mistakes as essential to the learning process.
1.05 Identify attitudes, beliefs, and behaviors that lead to successful learning.
1.06 Develop time management and task management skills.
1.07 Demonstrate how effort and persistence positively affect learning.
1.08 Indicate when and how to ask for help.
1.09 Apply knowledge of learning styles to school performance.
1.10 Take responsibility for actions.
1.11 Demonstrate the ability to work independently and cooperatively.
1.12 Develop an awareness of personal interests, skills, motivations, and abilities.
1.13 Demonstrate dependability, productivity, and initiative.
1.14 Communicate knowledge.

COMPETENCY GOAL 2
The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options. (National Standard 2)

Objectives

2.01 Demonstrate the motivation to achieve individual potential.
2.02 Communicate critical thinking skills.
2.03 Apply critical thinking skills.
2.04 Apply study skills necessary for academic success.
2.05 Seek information and support from faculty, staff, family, and peers.
2.06 Choose to be self-directed, independent learners.
2.07 Apply knowledge of aptitudes and interests to establish challenging academic goals.
2.08 Use assessment results in educational planning.
2.09 Develop and implement an annual plan of study to maximize academic ability and achievement.
2.10 Demonstrate a goal setting process.
2.11 Use problem-solving and decision-making to assess progress toward educational goals.
2.12 Compare the relationship between classroom performance and success in school.
2.13 Consider postsecondary options consistent with interests, achievement, aptitude, and abilities.

COMPETENCY GOAL 3
The learner will understand the relationship of academics to the world of work, and to life at home and in the community. (National Standard 3)

Objectives

3.01 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
3.02 Consider co-curricular and community experiences to enhance the school experience.
3.03 Determine the relationship between learning and work.
3.04 Research the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
3.05 Demonstrate how school success is the preparation to make the transition from student to community member.
3.06 Communicate how school success and academic achievement enhance future career and vocational opportunities.

COMPETENCY GOAL 4
The learner will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (National Standard 4)

Objectives

4.01 Develop skills to locate, evaluate, and interpret career information.
4.02 Evaluate traditional and non-traditional occupations.
4.03 Demonstrate the importance of planning.
4.04 Pursue competency in areas of interests.
4.05 Develop organizational skills.
4.06 Demonstrate knowledge about the changing workplace.
4.07 Determine the rights and responsibilities of employers and employees.
4.08 Generate respect for individual uniqueness in the workplace.
4.09 Develop a positive attitude toward work and learning.
4.10 Explain the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.

GUIDANCE GOALS AND OBJECTIVES: GRADE 6

COMPETENCY GOAL 5
The learner will employ strategies to achieve future career success and satisfaction. (National Standard 5)

Objectives

5.01 Apply decision-making skills to career planning, course selection, and career transitions.
5.02 Apply personal skills, interests, and abilities to current career choices.
5.03 Demonstrate knowledge of the career planning process.
5.04 Indicate the various ways which occupations can be classified.
5.05 Establish how changing economic and societal needs influence employment trends and future training.
5.06 Demonstrate awareness of the education and training needed to achieve career goals.
5.07 Assess and modify their educational plan to support career goals.
5.08 Use employability and job readiness skills in work-based learning experiences.
5.09 Select course work that is related to career interests.
5.10 Maintain a career-planning portfolio.

COMPETENCY GOAL 6
The learner will understand the relationship between personal qualities, education and training, and the world of work. (National Standard 6)

Objectives

6.01 Investigate how work can help to achieve personal success and satisfaction.
6.02 Indicate personal preferences and interests that influence career choices and success.
6.03 Understand that the changing workplace requires lifelong learning and acquiring new skills.
6.04 Give reasons for the effect of work on lifestyles.
6.05 Understand the importance of equity and access in career choice.
6.06 Understand that work is an important and satisfying means of personal expression.
6.07 Demonstrate how to use conflict management skills with peers and adults.

COMPETENCY GOAL 7
The learner will acquire the attitudes, knowledge, and interpersonal skills to help understand and respect self and others. (National Standard 7)

Objectives

7.01 Develop a positive attitude toward self as a unique and worthy person.
7.02 Document change as a part of growth.
7.03 Classify and appropriately express feelings.
7.04 Distinguish between appropriate and inappropriate behaviors.
7.05 Examine personal boundaries, rights, and privacy needs.
7.06 Practice self-control.
7.07 Demonstrate cooperative behavior.
7.08 Document personal strengths and assets.
7.09 Anticipate changing personal, family, and social roles.
7.10 Establish that everyone has rights and responsibilities.
7.11 Respect alternative points of view.
7.12 Recognize, accept, respect, and appreciate ethnic, cultural and individual diversity.
7.13 Respect differences in various family configurations.
7.14 Use effective communication skills.
7.15 Understand that communication involves speaking, listening, and nonverbal behavior.
7.16 Research how to make and keep friends.
7.17 Demonstrate respect for self.
7.18 Recognize the value of the educational process.

COMPETENCY GOAL 8
The learner will make decisions, set goals, and take appropriate action to achieve goals. (National Standard 8)

Objectives

8.01 Understand consequences of decisions and choices.
8.02 Debate alternative solutions to a problem.
8.03 Develop effective coping skills for dealing with problems.
8.04 Demonstrate when, where, and how to seek help for solving problems and making decisions.
8.05 Use conflict resolution skills.
8.06 Demonstrate a respect and appreciation for individual and cultural differences.
8.07 Indicate when peer pressure is influencing a decision.
8.08 Calculate long and short term goals.
8.09 Evaluate alternative ways of achieving goals.
8.10 Use persistence and perseverance in acquiring knowledge and skills.
8.11 Develop an action plan to set and achieve realistic goals.

COMPETENCY GOAL 9
The learner will understand safety and survival skills.
(National Standard 9)

Objectives

9.01 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
9.02 Account for the relationship between rules, laws, safety, and the protection of an individual's rights.
9.03 Compare the difference between appropriate and inappropriate physical contact.
9.04 Demonstrate the ability assert boundaries, rights, and personal privacy.
9.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
9.06 Assess resource people in the school and community, and know how to seek their help.
9.07 Apply effective problem-solving and decision-making skills to safe and healthy choices.
9.08 Forecast about the emotional and physical dangers of substance use and abuse.
9.09 Compare ways to cope with peer pressure.
9.10 Create techniques for managing stress.
9.11 Select coping skills for managing life events.

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